2018-19 Edison MS Priorities & Strategies

	Priority Statement #1: SFSD will provide rigorous,	Priority Statement #2: SFSD will continue to foster an	Priority Statement #3: SFSD will provide a nurturing and	Priority Statement #4: SFSD will develop strategies to	Priority Statement #5: SFSD will develop strategies to	Priority Statement #6: SFSD will explore strategies to	Priority Statement #7: SFSD will support and train staff to	Priority Statement #8: SFSD will equip staff with
Outcome Statement	effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a). Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways, d.) Equitable access to highly effective programs, e). College readiness propagments, e). College readiness propagments, e). College readiness of the coll	emironment of high espectations combined with focused interventions and support in order to meet the learning needs of all students.	safe learning experience for all.	enhance a culturally responsive workforce.	and the develop and edges of the develop of the develop of the workforce.	and with experience so designed to rectain high quality staff.	encourage innovation and enable them to grow throughout their careers.	isnowledge and took necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.
Goal	SD Report Card Student Performance Goal: As reported on the 2019 SBA: 63% students will reach academic proficiency in math and 72% in ELA.	SD Report Card Student Progress Goal: As reported on the 2019 SBA: 75% students will reach their academic growth standard in math and 78% in ELA.	The number of bullying incidents at Edison Middle School will decrease as reported through the Olweus survey and the number of students reporting a sense of hope will increase as reported on the Gallup Poll.	Staff will implement strategies gained in the Culturally Responsive training and implement those strategies through classroom instruction.				By June 2019, Edison will increase the percentage of those students who attend 90% of the time from 90.00% to 92% or higher as reported through SD Report Card.
Strategy 1	Teachers/teams will analyze data fr Student Progress. Teams will utilize instruction to increase student grow SBA and MAP. Teams/teachers wi collaborate to supp	e assessment data to differentiate wth/achievement as measured by ill monitor student progress and	PRO-Time teachers will identify at least two students to make connections with in order to increase daily attendance.	The Staff Engagement committee will implement stategies with staff gained through reading the book Culturize by Jimmy Casas.				Teams will identify at least one student per PRO-Time who were absent 8-15 days the previous school year.
Strategy 1 Timeline	2018-2019	school year	2018-19 school year	2018-19 school year				On Going
Strategy 1 Person/Group Responsible	Teams, Teachers, In:	structional Coaches	Pro-time teachers	EMS Staff and Administration				Staff
Strategy 2	Teams will analyze and compare N Teams will utilize assessment dat increase student growth/achievem Teams/teachers will monitor stud support the	ta to differentiate instruction to nent as measured by SBA or MAP. dent progress and collaborate to	Olweus Bully Prevention Program: implementing monthly classroom activities to deliver the Olweus Prevention Program.	Grade level assemblies will use core principles in the book 'Culturize" to build on the school motto "One TEAM, One DREAM."				PRO-Time teachers will contact the parent/guardian of the identified student twice per quarter, mid-term and the end of the quarter, to discuss attendance.
Strategy 2 Timeline	2018-19 si	chool year	2018-19 school year	Ongoing				On Going
Strategy 2 Person/Group Responsible	Teams, Teachers, In:	structional Coaches	Counselors, Olweus Committee, Administration, Staff PRO teachers	Staff				Staff
Strategy 3	Job alike teams will deepen the formative assessment and the prof order to respond to student learni support s	fessional learning communities in ing and develop interventions to	The building will analyze Gallup Poll data results in the areas of engagement and hope to develop strategies to positively impact instruction.					At conferences, teachers will share current attendance data for each student to discuss the importance of attendance, stressing the impact attendance has on academic growth both personally and for the Edison community.
Strategy 3 Timeline	2018-19 si	chool year	2018-19 school year					Fall and Spring Conferences
Strategy 3 Person/Group Responsible	Teams, Teachers, In:	structional Coaches	Administration					Administration, staff
Strategy 4	Interventions (Basic Reading, Readi Math and Directed Studies Math) m students to suppo	nay be provided for non-proficient	WEB Advisors will train 8th grade WEB leaders on the principles of inclusion to impact student hope and a sense of belonging. WEB Leaders will implement those strategies in 6th grade PRO-Times once a month.					Attendance team meetings twice a month
Strategy 4 Timeline	Ong	going	On Going					Ongoing
Strategy 4person/Group Responsible	Basic Reading instructors, Lit Zon District Coordinator, Administration Studies Math	n, Power Math instructor, Directed	WEB Advisors, Administration					counselors, admin, social worker
Strategy 5	All students will set and review and Assessment		Grade level assemblies will celebrate our strengths as a school/grade level and be used to implement the motto "One TEAM, One DREAM."					
Strategy 5 Timeline	Ong	going	Ongoing					
Strategy 5 person/Group Responsible	Core Te	eachers	Staff					
Strategy 6	Teachers will implement two communication, collaboration, crit observed through drop	tical thinking) within each lesson	Counselors and staff will continue to identify students who will benefit from the mentor program.					
Strategy 6 Timeline		zoing	Ongoing					
Strategy 6 person/Group Responsible	Administration, team	n leaders, instructors	Counselors, Administration					
Strategy 7			The number of students participating in Running Start will increase from the summer of 2018.					
Strategy 7 Timeline	·	-	Ongoing					
Strategy 7 person/Group Responsible			Counselors, Administration					
Strategy 8			Increase the number of participants in Band, Chorus, and Orchesta from the previous year.					
Strategy 8 Timeline			Ongoing					
Strategy 8 person/Group Responsible			Music instructors					
Data to be Utilized to Monitor or Evaluate Outcome	Smarter Balanced Assessment sc scores, Classroom Formative and Drop-in Feed	Summative Assessment scores,	Olweus Bully Survey, Gallup Poll Results, Bully Incident Reporting Form, Office Referrals					Attendance reports
Professional Development Supporting Attainment of Outcome								

Storage 15 Treation Storage 17 Treation Storage 18 Treation Storag									
Case of the control		Priority Statement #1: IPIO will provide rigorous, effective, and	Priority Statement #2: IFSO will continue to forcer an environment.	Priority Statement #2: IF3D will provide a nurturing and only	Priority Statement #4: Still will develop stategies to enhance a	Priority Statement #5: SFID will develop coategies to enhance	Priority Statement #6: 5/50 will explore crongles to retain high	Priority Statement #7:	Priority Statement #5: SPID will equip staff with knowledge and
Case of the control		engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on	of high expectations combined with focused interventions and support in order to meet the learning needs of all students.	branning experience for all.	culturally responsive workforce.	quality and diversity of its workforce.	quality craff.	encourage innovation and enable them to grow throughout their careers.	tools necessary to effectively engage families, partners, and the community to forcer chared responsibility for coudest
School of the color of the c		the following areas: a) Literacy, particularly in early years, to build a strong foundation for academic success across all							SECONG.
School of the color of the c	Outcome Statement	grader, b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equipple access to							
School of the color of the c		highly effective programs; e.) College readiness and/or caneer							
Commany <t< td=""><td></td><td>high expectations for students' social and emotional growth and development.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>		high expectations for students' social and emotional growth and development.							
Commany Carrier 	GMMS SIP Link	1) Students attaining a L on the ELA portion	1) Students attaining a 1 on the SLA portion						
Commany Carrier Ca	ACADEMIC GOALS	of MEA will decrease by 1%. 2) Students attaining a 2 or above on the ELA portion of SEA will increase by 5%. 2) 75% of students	of SBA will decrease by SN.						
Commany Carrier Carrier Carrier Carrier Carrier Carrier 		the Reading Investory. 2nd Year GMMts Teachers will attend PAGE							
Marchannel	Strategy 1	Training							
Section of the color of the		2018-2018 School Year							
Section of the color of the	Strategy 1 Person/Group Responsible	Koebler/Muschinson/Mandrongeles							
Company Company Company Company 		Content area teachers will administer SBA interim assessments to determine current							
Mathematical color of the co	Strategy 2	lievels of student achievement and use the results to inform instruction.							
SeriesMembers <th< td=""><td>Strategy 2 Timeline</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Strategy 2 Timeline								
MaySamual of the part of the	Strategy 2 Person/Group	ACAPOST SCION FOR							
Mathematical problemsMathematical problem	Strategy 3	Schillneier/Koehler/Hutchinson Students will engage in choice reading for at least two Municipal continues to the control of the	Students will be placed in a targeted						
Mathematical processorMathematical pr		class reading each week.	Based upon assessments.						
say of the color of the colo		2018-2018 School Year							
Marchanes of the members of the memb		Core Teachers, Schillmoniler, Vandrongelen Sach class will post a learning goal that							
Company <t< td=""><td>Strategy 4</td><td>includes both content and language objectives.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	Strategy 4	includes both content and language objectives.							
Manipulation of the properties of the propertie	Strategy 4 Timeline								
SolutionSamual Samual Samu	Strategy 4 Person/Group								
March Conference of the control of t	пенрлише	vetrus/leutchiesos/vanDrongeles/kaehler Job Alikes will use the GMMS callaboration guide to work through the 6 critical							
Series of the se	Strategy 5	questions of collaboration							
signed by the color of the c		2018-2019 School Year							
signed by the color of the c	Strategy 5 Person/Group Responsible	Control Secretary							
Company to the property of the		Students in this will engage in a minimum of 15 minutes of choice reading and math							
Montrolley and the montrolley an									
corporationsseriesseriesseriesseriesseriesseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesseriesseriesseriesseriesseriesdecidenceseriesse		2018-2019 School Year							
Someword or Company 		Classroom feacherc/Schilmoeder/Nutrchisson All Students review their isourcal for carrier							
The control of the co		and tracking their goals in the MMP assessments at least once each month.							
SimulationSection <td></td> <td>2018-2019 School Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		2018-2019 School Year							
SimulationSection <td>Strategy 7 Person/Group Responsible</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Strategy 7 Person/Group Responsible								
AssertionSection	GROWTH MINDSET and GOAL	All dudents will create, maintain a journal for setting and tracking their goals in the MMP math, reading and language scage							
AssertionSection	SETTING	SHDL 2) All students will set and moless weekly and monthly SMART goals during PRO Time.	The number of students attaining a 1 on the Math portion of SBA will decrease by SN.						
Part	Strategy 8	Provide 2nd year GMMS trachers with PMGE training.							
Property of the property of	Strategy 8 Timeline								
South 19 March 19 March 	Strategy 8 Person/Group	2019-2019 School Year							
Page Test		Koehler/Hutchinson							
Marie of the property		frain teachers and students how to write and set weekly SMART goals using a journal.							
Marie		2018-2018 School Year							
Part	Strategy 9 Person/Group Responsible								
Heaves of the control	Strategy 10	Trachers will help students write and review							
Property of the part of the	Strategy 10 Timeline								
Seed of the controlled of the	Strategy 10 Person/Group	2018-2018 School Year							
The Control of Contr		Classroom Trachers/Inttrus /Nurschinson Trach cudents how to create and maintain a							
Property	Strategy 11	journal for setting and tracking their goals in the MMP moth, reading and language usage lands.							
School of the control of the		2019-2019 School Year							
School of the control of the	Strategy 11 Person/Group Responsible								
Rouge I was serviced and the serviced and se		60% of our students will have a 90% attendance rate for the 2018-2019 school		70% of students will miss no more than	70% of students will miss so more than				
Design Street Control	Strategy 12	fach train will develop a plan for ctudent attendance recognition and a school-wide		laves days quarters 2-5	save-taycquaterc 2-6				
Page Processor Page Pa		competition to promote attendance will be created.							
Figure 1. Sept. 1. Se	Strategy 12 Timeline	2018-2019							
Segret 1 Seg	Strategy 12 Person/Group Responsible	All Teachers/Attendance Years/Koehler							
March Marc	Strategy 13	Well-managed bitcost, drowth Mindet and Oliveus Strategies will continue to be implemented throughout the school with							
Part	Strategy 13 Timeline								
	Strategy 13 Person/Group	2018-2019 School Year							
Storage 14 Transis		takken/Nutchinson		Each PRO Time teacher will work to create a					
Storage 14 Transis	Strategy 14			to attending by planning and implementing On the Fly PRO Games and team building					
March Marc	Strategy 14 Timeline								
March Marc	Strategy 14 Person/Group			arcar 2008 School Sear					
Dates 15 Transfer Storage 15 Transfer Storage 15 Transfer Storage 17 Transfer Storage 17 Transfer Storage 17 Transfer Storage 17 Transfer Storage 18	Responsible			All PRO Time teachers, Vandrongelen					
Process Proc									
Storing 15 marker Stor	Strategy 16						Solving) Team which includes staff from across the curriculum and building programs		
Stategy 37 Treaction							on credite, tead, and analyse progress and PD in the area of ctaff and ctudent culture.		
Stategy 37 Treaction	Strategy 16 Timeline						2018-2019 School Year		
Stategy 37 Treaction	Strategy 16 Person/Group Responsible						Palanchine .		
Stategy 37 Treaction	Strategy 17						Involve teachers from across the curriculums		
Storage 31 Treation Segmental Storage 32 Treation Segmental Storage 32 Treation Segmental Storage 33 Treation Segmental Storage 34 Treation Segmen							analyse Siff progress and profesional development of our staff.		
	Strategy 17 Timeline						3018-2009 School War		
	Strategy 17 Person/Group Responsible						Sattle Charleson (UP Team		
Storage 13 Treation	Strategy 18						Be purposeful about celebrating successes.		
Descript 1 Promotions									
							2018-2009 School War		
Strateg 37 Trustee							Earbier/Hustrinson/hardrongelen		
Society 23 Promotives Society 24 Promotives							Continue to Implement Best in the Nest and Eagle Awards		
Design 20 Transfer Strong							3018-2009 School War		
Strategy 27 Treatler							Eastley)hustimus/hantrongelen		
Suring 21 Franchistory	Strategy 20						Create apportunities for staff to have fue tagether in the workplace at least once each quarter.		
Sorting 21 Promotions of the Control	Strategy 20 Timeline								
Participa Participa	Strategy 20 Person/Group								
Strategy 21 Trustless						Implement a GAMA'S Staff Mentoring	Husthinson/Vanbrungeles		
Storagy 21 Press/Comp. Storagy 22 Treative Storag						professional support to new-to-GMMS trachers.			
Storage 21 Primer Storage 22 Primer Storage 23 Primer Storage 24 Primer Stor						3038-2009 School War			
	Strategy 21 Person/Group Responsible								
Descript 2 Trends	Strategy 22								Create and Implement a Native American Connections hight for GAMAS Stative
Storage 21 Promotives Augustation Storage 22 Promotives Augustation Storage 22 Promotives Augustation Storage 23 Promotives Augustation Storage 23 Promotives Augustation Storage 24 Promotives Augustation Storag									
Sorting 23 Sorting 23 Trends									F36 2008
Strategr 31 Treatful Strategr 32 Treatful	Responsible							Provide funds to teachers to attend the Jelin.	Kubler(Dephier)Tim Sacter/Tish Kalla
Solitory Premy Primy Solitory Solito								Summer Symposium. Also encourage and support trachers' efforts to apply for grants.	
Supposed Sup								2018-2009 School/War	
Obta to be Utilized to Monitor or 12 m pages of Guiden Continuing growth 12 m based by pages 12 m based by								Kaehler	
A SM Date of SM A SM A Annua State of SM A Annua S	Data to be Utilized to Monitor or Evaluate Outcome	1. 2018 SBA Recults 2. Rt Data N. of ctudents attaining growth goal	2. SBA Results 2. Fact Math Reports 3. Reading and Phonics Index						
Supporting Malaineaut of Coulomb Supporting Malaineaut of Coulomb Supporting Malaineaut of Supporting Malainea	Professional Development	E. MAP DASS	4 DRA, Running Records	5. Attendance Reports	teacher curveys				
to 2012/01/15 (to 16	Supporting Attainment of Outcome								
		Size 2008-2009 PD Plan Tab							

2018-19 Memorial MS Priorities & Strategies

	Priority Statement #1:	Priority Statement #2:	Priority Statement #3:	Priority Statement #4:	Priority Statement #5:	Priority Statement #6:	Priority Statement #7:	Priority Statement #8:
Outcome Statement	SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.). Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development.	SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students.	SFSD will provide a nurturing and safe learning experience for all.	SFSD will develop strategies to enhance a culturally responsive workforce.	SFSD will develop strategies to enhance quality and diversity of its workforce.	SFSD will explore strategies to retain high quality staff.	SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.	SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.
Goal	100% of students will grow a year and/or achieve grade-level proficiency levels on MAP assessments in Reading, Language Usage, and Math	We will reduce the number of students needing reading and math intervention by 8th grade.	Students will understand the Olweus Bullying Prevention Program Principles and demonstrate empathy and strategies for addressing bullying-like situations.	Staff will understand the complex dynamics of racial, cultural, gender, and socioeconomic differences of students and the impact on teaching.			Classified staff (EA sub group) will show an increase in workplace engagement.	Attendance rates will increase for students.
	All core teachers will include common formative assessments across each grade level to be created and analyzed using the PLC format.	We will provide interventions (Lit Zone, System 44, and Read 180) for students not yet proficient in reading, including the identification and evaluation of struggling readers. All students entering MMS during the school year will complete the RI.	Students will apply the principles of the Olweus Bully Prevention Program.	Continue to implement Peer Alliance for Gender Equity (PAGE) training for new staff			EAs will understand the meaning of the 12 Gallup Survey questions.	Teachers will communicate with parents at conferences about student's current yearly attendance. Information will be provided for teachers to share with parents about the importance of regular attendance.
Strategy 1 Timeline	-Introduce PLCs in October/November 2018 -Complete 2 common formative assessments each of the following quarters.	2018-2019 school year. RI will be given at 3 points during the year for students in reading interventions. All students will receive a Lexile Level Range via MAP assessment at 3 points during the year.	Strategies are directly taught during 8 classroom meetings.	2018-2019 school year			November 2018	2018-2019 school year
Strategy 1 Person/Group Responsible	ELA, Math, Social Studies, and Science Teachers Instructional Coaches Principals	Reading intervention teachers and counselors	All staff	New teaching staff, PAGE district trainers			Shane Wuebben/Principals	Classroom teachers, school administration, counselors, social worker
Strategy 2	All encore teachers will include common formative assessments across each grade level to be created and analyzed using the PLC format.	We will provide interventions (Power Math, directed studies math) for students not yet proficient in math, including the identification and evaluation of struggling math students. All students entering MMS during the school year (without data for math proficiency) will complete the MI.					EAs will understand the students with which they work and the expectations for their position.	
Strategy 2 Timeline	Spring 2019 (building in-services)	2018-2019 school year					August/September 2018	
Strategy 2 Person/Group Responsible	all encore teachers	Math intervention teachers, math teachers, counselors, math instructional coach					Shane Wuebben and SPED Team Leader	
Strategy 3	All teachers will provide engaging instruction.							
Strategy 3 Timeline	2018-2019 school year							
Strategy 3 Person/Group Responsible	all classroom teachers							

2018-19 Memorial MS Priorities & Strategies

			Student safety survey and				Attendance rates
Data to be offized to			Olweus Survey				Data of students about 5, 8,
Monitor or Evaluate	6th Grade Writing Assessment		Staff building survey on				and 10 days of absence
	Curriculum specific common (unit)		Round-Up (Olweus) lessons				
Outcome	assessments		and activities				
	Classroom Drop-in Visit data (engagement)						
	Core content area PD day	Training with math and reading	New staff will receive training	New staff will participate in		PD about the Gallup Survey	
Professional	PLC PD and follow-up meetings	intervention instructional	in Olweus program	three days of PAGE training.		Work session about students	
Development Supporting	MAP data access and analysis training for all	coaches	principles.			with special needs	
	teachers	MAP data access and analysis	Olweus building team will				
Attainment of Outcome	"Teach Like a Pirate" Training	training for all teachers	review current practices.				
			· ·				

2018-19 Patrick Henry MS Priorities & Strategies

	Priority Statement #1:	Priority Statement #2:	Priority Statement #3:	Priority Statement #4:	Priority Statement #5:	Priority Statement #6:	Priority Statement #7:	Priority Statement #8:
Outcome Statement	SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Hoding all schools to high expectations for students' social and emotional growth and development.	SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students.	SFSD will provide a nurturing and safe learning experience for all.	SFSD will develop strategies to enhance a culturally responsive workforce.	SFSD will develop strategies to enhance quality and diversity of its workforce.	SFSD will explore strategies to retain high quality staff.	SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.	SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.
PHMS Goal	Increase the percent of proficient students by 6% in reading as measured by Smarter Balanced Assessment. Increase the percent of proficient students by 2% in math as measured by Smarter Balanced Assessment. 100% of sixth grade students will reach 70th percentile in math and ELA as measured by the MAP Assessment.	Multiple interventions will be employed for students experiencing academic or behavioral difficulties with the goal of decreasing the number of days students are suspended from school (OSS-A/STS, LTS) by 5%.	School Performance Targets: 100% of Patrick Henry's students will feel safe in school 100% of Patrick Henry's staff will feel safe in school 100% of Patrick Henry's students will feel they are treated with respect by staff	PHMS Staff will foster a growth mindset and participate in on-going equity training to focus on recognizing and engaging gap students at PHMS.	Increase the diversity and quality of applicants.	Patrick Henry Administration will Recruit and Retain Highly Quality Staff	Patrick Henry administration will provide space, time, and resources to foster staff innovation and career growth.	Patrick Henry staff will effectively engage families, partners, and the community to foster shared responsibility for student success.
Strategy 1	Each job-alike will analyze data and implement effective strategies to address identified deficiencies.	Identify students needing intervention through team meetings, SAT, 504 team, or Special Services, and placed in appropriate services.	Continue to implement Olweus Bully Program. Invite outside agencies to speak with student groups to promote positive choices and social/emaitional well- being.	Plan PD designed to promote equity, access and agency for a culturally diverse studnet population.	Include classified staff in PD, committees, and planning congruent with certified staff.	Require all new teachers to attend Patrick Henry University designed to promote school culture, best practices and effective classroom management.	Provide PD time with instructional coaches.	Work with parent groups and community resources such as: PTA, LSS Mentors, SE Behavioral Health, Media, Sioux Falls Police Department.
Strategy I minemic	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Strategy 1 Person/Group Responsible	All teachers	All	Olweus Team, Counselors, Admin	Administration/PD Committee		Principals, team leaders, and staff	All teachers and Instructional Coaches	All Staff, community, and volunteers
Strategy 2	Identify and enroll all students reading one or more grade levels below into Literacy Zone/System 44 and/or Power Math.	Utilize the District Progressive Discipline Plan	Select and meet at least once a quarter with a principals' advisory committee to hear concerns of students.	Engage teachers in a book study to provide them with ideas and strategies to build a culturally responsive classroom.		Provide mentoring to new teachers in curriculum and instructional strategies.	Quarterly collaboration among encore teachers.	Patrick Henry will use several forms of communication to connect with parents and other outside agencies. These forms include: Infinite Campus, ParentLink, newsletters, social media, open houses, conferences.
Strategy 2 Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year			2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Strategy 2 Person/Group Responsible	All Teachers	Administration and all teachers	Staff, Administration			teachers, administration	Encore Teachers and Directors/Admin	Staff
Strategy 3	Implement the use of questions that reflect the rigor and DOK of Smarter Balanced.	Utilize the Team initiated Problem Solving (TIPS) Committee to develop strategies and interventions for helping teachers achieve high expectations and low tolerance for studnet behavior.	Team teachers will ensure that each student has a positive relationship with an adult in the school.			Provide materials and professional development to equip new teachers to develop and implement effective instruction.	Give trainings/updates on how to effectively integrate technology into learning opportunities.	Staff, students, and families will partake in community outreach with but not limited to the following: PTA Parent Informational sessions, JA in a Day, outside speakers, public appearances, STEM partnership.
Strategy 3 Timeline	2018-2019 School Year		2018-2019 School Year				2018-2019 School Year	2018-2019 School Year
Strategy 3 Person/Group Responsible	Core Teachers		All Staff				Staff, Instructional Coaches, ITS Staff	Staff, students, families, neighbors, and community members
Strategy 4	Teachers will collaborate with job-alike teams across grade levels for curriculum mapping and teachers will collaborate within grade level for cross-curriculum strategies.		Identified students will be connected to mentors from the community.					
Strategy 4 Timeline	2018-2019 School Year		2018-2019 School Year					
Strategy 4 Person/Group Responsible	Core Teachers and Administration		Counseling Staff and Teachers					
Data to be Utilized to Monitor or Evaluate Outcome	MI, RI, PI, EOY District Math/Reading Assessments, SBA, MAP	Number of days students receive OSS-A/STS and LTS.	Student Gallup Poll, Olweus questionnaire, student safety survey	Principals will observe strategies implemented during classroom drop-ins.		Drop-in and Evaluation Feedback		
Professional Development Supporting Attainment of Outcome	Job-alike meetings, curriculum-mapping meetings, grade- level meetings, Instructional Coaches will continue training with all core teachers in 18-19 school year.	Continuing instruction in effective classroom management during staff meetings and building in- service.	New teacher orientation in fall in Olweus Philosphy; 2. Olweus committee planning time/curriculum development; 3. Collaborate with outside agencies to develop programing and itentify resources.	Provide training, feedback (through drop-ins) to staff on culutrally responsive best practices. Read a book.	Including identified classified staff in professional development and planning for certified staff.	PD Provided by principals and veteran/mentor teachers and materials/resources.	Teachers will be provided substitutes so that they can meet with instructional coaches to review and revise lessons and assessments.	

2018-19 Whittier MS Priorities & Strategies

	Priority Statement #1:	Priority Statement #2:	Priority Statement #3:	Priority Statement #4:	Priority Statement #5:			
Outcome Statement	SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the sathers to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.). Literacy, particularly in early years, to build a strong foundation for academic on instruction and learning; c.) Differentiated and engaging pathways: d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development.	SFSD will continue to dister an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students.	SFSD will provide a nurturing and safe learning experience for all.	SFSD will develop strategies to enhance a culturally responsive workforce.	SFSD will develop strategies to enhance quality and diversity of its workforce.	Priority Statement #6: SFSD will explore strategies to retain high quality staff.	Priority Statement #7: SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.	Priority Statement #8: FSFD will equips laff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.
	Core/encore 1/2 day for curriculum review and assessment creation along with implementation of 3 yearly writing pieces. We will continue to identify power standards, what assessments connect with those, and evaluate the dale from those standards once per quarter in collaboration time.	Provide interventions (Lit Zone, System 44, and Read 180) for students not yet proficient in reading, including the identification and evaluation of struggling readers. All students entering WMS during the school year will complete the MAPS and intervention students will also complete the RI.						
Strategy 1 Timeline Strategy 1 Person/Group Responsible Goals	January 2019 All Whittier staff Math and ELA scores will raise 3% on SBA assessment	2018-19 school year Reading intervention teachers, counselors, administration						
Strategy 2 - ELA and Math intervention	Tracking of Reading/Math data and its use in collaborations and scheduling	Provide interventions (Power Math, Super Math, Directed Math, Learning center, Lit Zone, System 44, and Read 180) for students not yet proficient in math and reading, including the identification and evaluation of struggling mathematicians and readers. All students entering WMS during the school year will complete the MAPS and intervention students will also complete the RI for reading. The MAP assessment for all grades, and Dreambox for math intervention	Enhancement of Protime currilcum and connections to Whitter Way					
Strategy 2 Timeline	RI/MAP three times during the school year and dreambox three sessions weekly with evaluations every mid-term during the 2018- 19 school year.	RI/MAP three times during the school year and dreambox three sessions weekly with evaluations every mid-term during the 2018-19 school year.	RI/MAP three times during the school year and dreambox three sessions weekly with evaluations every mid- term during the 2018- 19 school year.					
Strategy 2 Person/Group Responsible		Reading and Math teachers, counselors, administration 100% of student will achieve their growth indicators on the RI and MAPS assessments. 100% of all students enrolled in dreambox will move one grade level towards proficiency.	Team leaders and teaching staff					
Strategy 3 - ELL/Techology				Provide knowledge of the ELLvation software and the can			All teachers will participate in one technology learning session led by our	
Strategy 3 Timeline				do descriptors. 2018-19 school year			technology committee. 2018-19 school year	
Strategy 3 Person/Group Responsible				Encore and core staff 100% of staff will participate with the			Teachers and technology committee 100% of staff will attend one technology session from our choices during	
Goals				ELLvation protocols for data collection			the year formed by our tech integrationalists	
Strategy 4 - PD		12 parent calls per month per staff	Gallup Poll	Continue to implement Peer Alliance for Gender Equity (PAGE) training for new staff			All teaching staff will participate in a choice professional book talk.	We will continue with fall and spring student led conferences.
Strategy 4 Timeline Strategy 4		2018-19 school year	Fall 2018 Administration and	2018-19 school year			2018-19 school year	2018-19 school year
Person/Group Responsible		Whittier staff	Wolverine PRO teachers	New teaching staff, PAGE district trainers			Administration and teaching staff	Team leaders and administration 100% of staff, parents,
Goals		100% of staff will make 12 parent calls per month	100 % of staff and students will take the gallup poll in 2018-19	100% of certified staff will be PAGE trained			100% of staff will take part in a professional book talk	and students will particiapte in student led conferences
Strategy 5 - Attendance			Our attendance team will work to keep all students below the 10- day marker for attendance.					
Strategy 4 Timeline Strategy 4 Person/Group Responsible Goals			2018-19 school year Attendance committee -counselors -admin - protime teachers Attenace rate will finish at or above 95% for the 2018-19 school					
Data to be Utilized to Monitor or Evaluate Outcome Professional	MAP, RI, FasttMath, Dream Box, Unit Tests	Job-alike meetings, Instructional	year Gallop Survey	Behavior referrals			Data from Drop-ins Book talks once per	Conference attendance numbers
Development Supporting Attainment of Outcome	Job-alike meetings, Instructional Coaches will continue training with Math, Social Studies, Science and ELA teachers in 18-19 school year.	Coaches will continue training with Math, Social Studies, Science and ELA teachers in 18-19 school year.	Kinvolve app	New teachers will be trained in PAGE;			Book talks once per month; teachers attend technology sessions led by our technology committee	